DOCUMENT RESUME

ED 415 412 CE 075 635

TITLE	European Year of Lifelong Learning 1996.
INSTITUTION	Commission of the European Communities, Brussels (Belgium). Directorate-General for Education, Training, and Youth.
PUB DATE	1997-00-00
NOTE	37p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Access to Education; Adult Education; Case Studies; Corporate Support; Developed Nations; *Distance Education; Educational Discrimination; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Job Training; *Lifelong Learning; Program Descriptions; *School Business Relationship; Vocational Education
IDENTIFIERS	European Union

ABSTRACT

This publication provides glimpses of how different individuals and organizations have responded to the spirit of lifelong learning during the European Year. Each case study consists of the project's location, name, and objective and brief description. They include the following: Chapito Project, Lisbon, Portugal; Ligerius Project, a Franco-Italian joint venture; Cultural Crossroads Project, Brussels, Belgium; Live at 3, Dublin, Ireland; Women--Training--Employment, Varese, Italy; Cicero Project, Sheffield, United Kingdom; Learning Boutiques, Denmark; Adult Education in Grenada, Spain; Lifelong Learning and the Information Society, Sweden; Measuring Information Technology Literacy at Large and in Schools, Netherlands; New Perspectives in Distance Learning, Galicia, Spain; Integrating the Internet in Schools, Luxembourg; Flexible Learning in Continuing Education, Norway; Older People's Pearls of Wisdom, Antwerp, Belgium; 16 Cities in Teleconference, Italy; Job Training on Video, Germany; A Study of Attitudes to Training, Iceland; The Learning Train, Finland; For the Young, Learning Should be Fun, Austria; The Festival of Learning, Liechtenstein; Living and Learning at 60+, Hamburg, Germany; and Opening Horizons in Our Region, Greece. The case studies cover four themes: breaking down barriers; providing access to all; involving business; and lifelong learning never ends. Projects that received financial support from the European Union are listed at the end of the publication. They are coded to the themes. (YLB)

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ED 415 412

1996

Det Europæiske År for Livslang Uddannelse

Europäisches Jahr des lebensbegleitenden Lernens

Ευρωπαϊκό Έτος της Διά Βίου Εκπαίδευσης και Κατάρτισης

European Year of Lifelong Learning

Año Europeo de la Educación y de la Formación Permanentes

Année Européenne de l'Éducation et de la Formation tout au long de la Vie

Anno europeo dell'istruzione e della formazione lungo tutto l'arco della vita

Europees Jaar voor levenslang leren

Ano Europeu da Educação e da Formação ao Longo da Vida

Elinikaisen oppimisen vuosi Euroopassa

Europeiska året för livslångt lärande

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

One of the outstanding achievements of the 20th century in Europe has been the improvement in quality of life brought by ever wider access to education. But as the century draws to a close, there are new uncertainties. Can longer life expectancies be matched with a greater sense of personal fulfilment? Will there be sufficient employment to maintain and improve the standards of living to which we have become accustomed?

A major part of the response to these questions is to be found in a commitment to Lifelong Learning: an open-mindedness to develop new skills, a willingness to devote time, resources and effort, to keep pace with change. Today there is a new awareness that learning has no age limit. This is why the momentum created during this European Year must not stop on 31 December 1996.

The hundreds of thousands of European citizens who participated in the European Year are aware that the debate on the challenges of education and training on the eve of the third millenium has only just begun. We should devote all our energy to this debate, as more than ever, education and training represent the essential pillars of tomorrow's society. The exchange of information and good practice which was initiated or developed during this European Year represents a powerful message. This was best expressed at the launch of the Year in Venice on 2 February 1996: "Let's keep on learning. Let's learn to learn."

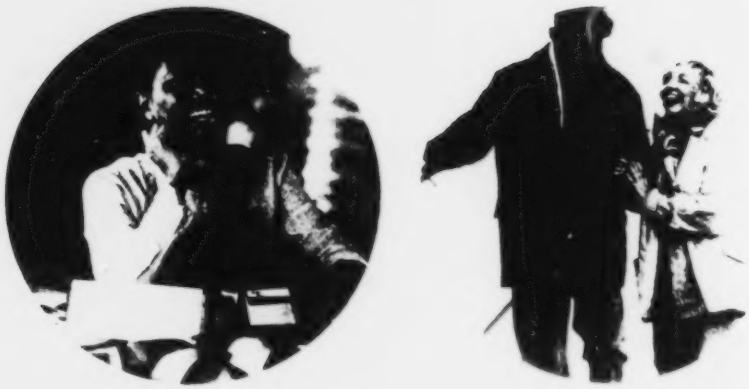
Edith Cresson

European Commissioner for Education, Training and Youth

thank you

Your commitment made an idea become a reality. It has demonstrated how shared vision, whether as 'teachers' or 'learners' can help create a new environment. How it can create the basis of new networks between people in different countries and lay the foundations for a better, brighter future.

Everyone is



aware of change . . .

. . . not everyone knows how to cope with it

Everyone is aware of change. Not everyone knows how to cope with it. Increased life expectancy and radical changes in the work environment mean that a job for life is likely to be the exception rather than the rule. We are witnessing the dawn of the information era where new technology is changing the way we work and the way we live. The material standard of living has risen throughout the century but many now feel their quality of life is threatened. Companies are adapting to the internationalisation of the economy and "thinking global". People will always be an organisation's most valuable asset but as individuals we need to be prepared to adapt.

Many firms already recognise the practical benefits of training and retraining, both in-house and through productive partnerships with learning institutions. But this approach needs to become much more widespread. Individuals need to recognise there are now "jobs you do, not jobs you are".

Lifelong Learning is a concept designed to help everyone cope with a paradigm shift in the structure of our society. By opening everyone's minds to exciting new possibilities and challenges, everyone can feel included. Everyone can enlarge their personal sphere of influence. Everyone can "manage change" effectively.

According to independent research conducted for Eurobarometer, 90% of people in Europe believe that enterprises should be involved in training and 80% recognise that Lifelong Learning can improve people's lives. The foundation for Lifelong Learning is high-quality education for everyone, combined with opportunities for anyone who made a false start to make a fresh one.

The first success stories . . .

In the following pages you will get a glimpse of how different individuals and organisations have responded to the spirit of Lifelong Learning during the European Year. They represent the tip of an iceberg and serve to demonstrate the variety of ways in which all kinds of people can and have benefited by getting involved – not just in theory, but in practice, yielding benefits that can be measured in terms of both personal satisfaction and improved efficiency.

Lifelong Learning is all about helping individuals to realise their personal potential, helping companies and organisations to benefit from new and improved skills throughout their workforce, managing change and competing successfully in a global arena. It is all about recognising the interdependence of employers and employees, of business and academia.

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cessing the job market •
er too late to learn • learning is
market • finding a role in society
for life • learning is fun •
b market • it's never

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Case study

Breaking down barriers

Lisbon, Portugal
The Chapitô Project

The objective: to reintegrate young people in difficulty living in an old quarter of the city into education and training

Chapitô used the appeal of the Circus to attract young people into learning new skills that will serve them in adult life. The Professional School of Entertainment Arts and Trades provides a wide range of courses based on Big Top skills. Two of these courses run for three years, are government-regulated and provide the prospect of a professional qualification equivalent to the final three years of official secondary education.

Chapitô's activities team has worked closely with the Ministry of Justice in order to provide fresh opportunities for young people in difficulties. The Circus ring has provided both a symbol of hope and a forum for discussion and debate on the benefits of Lifelong Learning.

France
The Ligerius Project
A Franco-Italian Joint Venture

The objective: to identify and communicate the themes of Lifelong Learning in rural communities

Organised by the Pays de la Loire and Emilia Romagna regions, the practical goal was to demonstrate how rural communities applied Lifelong Learning. A competition was organised in which theatrical presentations brought four key themes to life: individual initiative; networking; management of change; developing new attitudes towards distance.

Over two days 250 participants took part in three simultaneous trips. They visited the 24 prize-winners, and shared ideas and experiences.

Prize-winning projects came from the following themes: the development of an understanding of local history; exchange of knowledge locally or at distance; and the management of personal and professional evolution.

Within the first theme a group of people from Saint Philbert de Grandlieu studied the history of the village's 9th century abbey.

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Leeds U.K.
Energy in the City

400 young people from the U.K. and 11 other countries came together "to learn and communicate through the arts - without translators"

Hands up who thought it was a brilliant experience!

For the second theme a network of teachers designed a tree which indicated the skills available in the community. And for the third, a group of schoolchildren discovered the world of business. They created their own micro-enterprise to market childrens painting overalls.

According to the organisers, 'In these two regions the European Year created new relationships between the winners and brought the importance of Lifelong Learning to the attention of decision-makers'.

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Case study

Breaking down barriers

Brussels, Belgium
The Cultural Crossroads Project

The objective: to help unite the city's wide spectrum of ethnic and social communities through the application of Lifelong Learning.

The institute for professional training in Brussels, "Bruxelles Formation", organised a series of initiatives which constituted the Cultural Crossroads project. In particular, these focused on disadvantaged sections of the community, with special emphasis placed on language skills. The Institute created a directory of information on learning or perfecting any of the 11 languages spoken in the European Union.

The Brussels Chamber of Commerce, Bruxelles - Technopole, the Brussels Centre for Intercultural Initiatives and Tele Bruxelles, the regional community TV channel, all supported the project, demonstrating effective cooperation between commerce, education, the public sector and the media.

The Crossroads project was open to everyone - Belgians and non-Belgians, working or unemployed, housewives and school children. It demonstrated that upgrading language skills improves job prospects and quality of life.

Dublin, Ireland
Live at 3

The objective: to encourage women to become involved in adult education.

Radio Teilifis Eireann (RTE) harnessed the power of the national radio network to talk to women on a one-to-one basis, week after week. The magazine programme - "LIVE AT 3" - regularly featured items designed to interest women working at home and to encourage them to get involved in some form of adult education.

The focus of the programme was on the achievements of women who had returned to education or who were using newly learned skills in home-based enterprises.

Women most at risk from marginalisation were the focus of the project. They included -

- Women with young children
- Women with "Carer" responsibilities
- Older Women
- Women who travel
- Women in rural areas.

The series has helped women who previously might not have been aware of the opportunities available to upgrade their personal skills and reinvest in adult education for a more fulfilling future.

Varese, Italy
Women – Training – Employment

The objective: to research and implement policies to provide full time employment opportunities for women in this region.

The first phase was a baseline study of existing training facilities in the area. The initiators set out to establish an overview of the most significant business courses available in the region and to assess their impact on employment, particularly for women.

The analysis focused on the following aspects and opportunities:

- Anticipation of training needs
- Flexi-hours
- Orientation
- Continuous in-house training
- Training on group initiatives

The final product was a benchmark study with potential application beyond the region.

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Case study

Breaking dow

Sheffield, U.K.
The Cicero Project

Objectives: to give unemployed people an opportunity to have their views heard on education and training policy throughout Europe.

To promote access to education in any country of the European Union, and to help unemployed people get back into adult education.

Groups of unemployed people from six different areas of the U.K. met at Northern College, Barnsley to share their experiences of education to date and to discuss ways in which training could be improved.

The recommendations were recorded in a report. The contributors spent one week in Brussels seeing how education policy is developed, before meeting MEPs and Commission officials to discuss their findings.

In future, the CICERO organisers want to use all 30 original participants as tutors so they can share their insights with other members of their communities.

Learning Boutiques in Denmark

The objective: to make Lifelong Learning accessible to all.

Throughout Denmark "Learning Boutiques" offer immediate guidance and assistance to anyone seeking practical ways to improve their knowledge or skills. People are encouraged to walk in off the street and find out about the training opportunities most appropriate to their needs. On site, applicants find a trio of experts -

A Guide who analyses their situation and makes broad recommendations.

A Tailor whose task it is to make a fit the individual.

An Entrepreneur who is responsible for co-ordinating both sides of the teaching/learning process.

The result is a practical partnership, at a local level, between individuals and organisations in their area, both academic and commercial.

For the unemployed in particular, Learning Boutiques offer free, flexible programmes to help the individual gain marketable skills, as well as self-confidence, to facilitate their re-entry into the labour market.

According to the organiser, "The Year has encouraged our innovational work. We were supported financially and psychologically, and a European dimension has been added to it through the video we produced. Hundreds of people have benefited individually from the Learning Boutiques during the European Year."

Spain
Adult Education in Grenada

The objective: to raise awareness of the need to participate in Lifelong Learning.

Organised by the Municipal Public Centre for Adult Education, the project involved pupils, teachers, managers and technicians in adult education as well as the general public.

Local radio played its part in broadcasting the timetable of activities throughout a week dedicated to the promotion of Lifelong Learning. These included presentations, debates, video forums, round table discussions, exhibitions and conferences on "The Evolution of Education" and "The Importance of Continuing Education and Training".

The result was a colourful varied series of events which involved thousands of people in adult education, at many different venues, within the local community.

barriers

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Sweden
Lifelong Learning and the Information Society

Objective: to publish a user friendly booklet, The Do's and Don'ts of IT Education to encourage teachers to utilise the possibilities offered by Information Technology.

Although the initial target group were teachers involved in IT, the aim was to reach learners with limited education who are at risk of being marginalised in the learning society.

The booklet will be published in English on the Internet in early December and in print form in order to be as accessible as possible. It will look at subjects such as motivating learners, teacher approaches and suitable software for learners.

With the organisers coming from Iceland, Norway and Sweden the project is multi-national. And according to the organisers, "European Year funding helped us to pool our Nordic resources and prepare a product with a wider European application."

Providing access to all

Netherlands
Measuring IT Literacy at Large and in Schools

Objectives:

- *To identify levels of general technological and IT literacy.*
- *To explore how these levels might be raised.*
- *To identify schools making the best use of IT in teaching and to use these practices as a benchmark for others.*

Two surveys were carried out by the National Institute for Population Research (NIPO).

Survey One used a sample of 900 in two groups divided by age to establish levels among the population at large in their use of everyday technology, e.g. buying train tickets, programming the video, using a PC, accessing the Internet.

Survey Two sought out schools to establish those making the best use of IT in teaching.

A Conference at the University of Amsterdam provided the forum for the dissemination of the results and the conclusions.

One key conclusion was that IT literacy is now an essential skill, not an optional extra. Older people in particular who fail to recognise this fact risk being side-lined in modern society – yet other studies have shown that if approached correctly the older generation are quick to see the benefits of technology, e.g. instant communication with grandchildren hundreds or thousands of miles away.

Case study

Providing ac

Galicia, Spain
New Perspectives in Distance Learning

***Objective:* to provide people who find traditional learning difficult with an interactive alternative**

Organised by COGAMI and originally designed with the physically disabled in mind, this computer-based distance learning programme offers a fresh opportunity to overcome learning difficulties or the remoteness of their social situation. It created an opportunity throughout rural Galicia for people to use a computer at home as the means to link with other students and the teacher through e-mail. Teachers also visited home-based students regularly to provide individual tuition and encouragement.

The virtual reality classroom delivered individually tailored learning programmes to remote areas and provided a source of social interaction among previously isolated areas.

The result has harnessed technology to extend the horizons of those in rural communities.

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ess to all

Luxembourg
Integrating the Internet in Schools

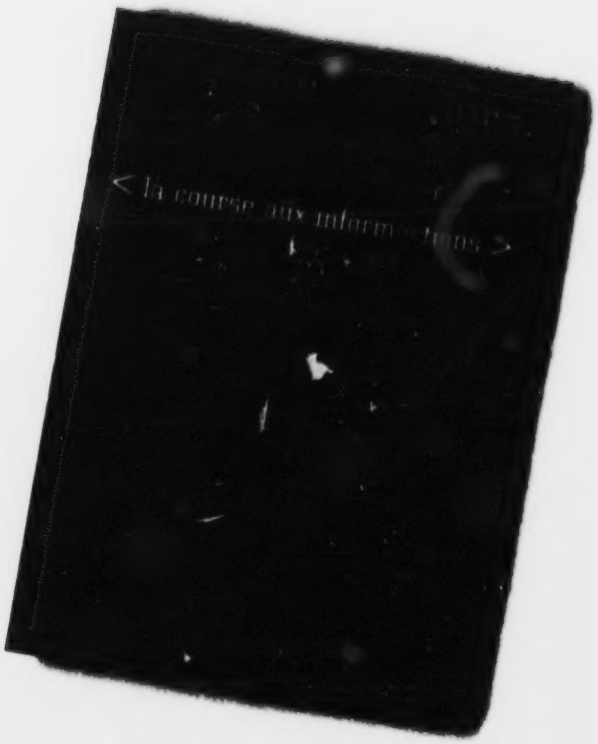
The objective: to raise awareness of the learning potential provided by the Internet

The project was masterminded by the Athenee de Luxembourg and sought to explore the pedagogical potential of the Internet.

Initially it involved three elements –

- A national competition designed to encourage secondary school children to discover the scope of the Internet for themselves.
- A pilot scheme in which pupils experienced the benefits of self-teaching, self-correction and self-evaluation.
- A multimedia module for workers who commute to Luxembourg every day from Germany, France and Belgium, offering language learning facilities in Luxembourgish, the Grand Duchy's mother tongue.

The project is allowing all groups to learn about the advantages of the Internet as a tool for accessing the information super highways.



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Case study

Involving business

Norway
Flexible Learning in Continuing Education

The objectives: to promote distance learning as an effective means of continuing education and training in a rapidly changing world.

To encourage closer co-operation between distance education providers and small and medium sized enterprises.

The project, FLICE (Flexible Learning In Continuing Education), was initiated by the Norwegian Association for Distance Education (NADE) with the support of the EU and the Norwegian Ministry of Education.

Business and distance learning suppliers have been meeting in workshops to identify learning needs in small and medium sized enterprises; collect examples of best practice and disseminate the results.

The project already seems to be showing results. According to the organisers, "the European Year acted as a stimulus to us to start the project. It's not yet finished, but strong links have already been built between distance learning suppliers and business."

20 businesses have already been involved and 250 are expected to attend the closing conference.

At the conference employers and employees will take part in flexible-learning workshops ranging from further training for nurses to support for instructors responsible for apprentices in industry. Examples of the use of new technology in learning such as telecommunications and multimedia will also be on display.

Antwerp, Belgium
Older People's Pearls of Wisdom

Objective: to give older people the opportunity to share their business experiences with primary school children, and more importantly, secondary school pupils.

Business pensioners' clubs initially organised meetings where older people shared their business experiences with each other.

Motivated by the positive response and encouragement of their contemporaries, they then went into schools to tell their stories.

The project recognised the value of experience and provided a channel of communication between different generations. The real-life examples helped to stimulate the imagination and creativity of the young who will soon have to cope with the transition between school and the workplace.

The results have already led to the continuation of the project in 1997, and the promotion of this type of initiative in other regions of the country.

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Case study

Italy
16 Cities in Tele-Conference

The objective: to motivate young people throughout Italy with a new optimism for employment opportunities.

Organised by Confindustria, the Italian Confederation of Industry, this involved a day dedicated to young people. It focused on matching the needs of companies with the skills young people should cultivate through training to ensure full-time employment.

Supported by the Association of Businesses, the National Convention was centred in Bologna but was linked simultaneously to similar events occurring in 15 other locations. These provided direct contact between young people, industry and education providers in their region and were designed to give the young the educational tools they required to enter or return to full-time employment.

This was not the first initiative of its kind organised by Italian centres of excellence but it was the most ambitious to date and the most successful. It helped to remotivate young people by presenting them with positive opportunities which are potentially within their grasp.

Involving business

Germany
Job Training on Video

The objective: to help disadvantaged young people make the most of job opportunities in industry.

To overcome feelings of alienation.

To motivate them to learn.

This project involved the use of new technology – state-of-the-art videos, computers and software. These were chosen as the most effective means of communicating directly with socially disadvantaged young people.

Demonstration, which is recognised as video's greatest strength, was used extensively to show participants practical ways in which different jobs should be done for optimum efficiency and personal safety.

Small discussion groups were also organised throughout the year to focus on getting a job and keeping it. The project provided socially deprived young people with relevant new information and fresh motivation through the application of modern technology.

Iceland
A Study of Attitudes to Training

Objective: to produce independent data on how Iceland's largest companies respond to the concept of Lifelong Learning.

The Federation of Icelandic Employers worked in conjunction with "Sammennt", a committee representing education providers and the workforce.

530 of Iceland's largest companies were surveyed and the results were illuminating. According to the organisers, "It was very surprising. We had not realised how great the differences were in training opportunities for unskilled and skilled workers."

The research showed a linear relationship between educational levels and the likelihood of taking further educational courses -

- 79% of college graduates attended courses compared with...
- 49% holding high school diplomas compared with...
- 22% who had completed elementary education.

The next step is a more in-depth analysis. As the organisers explained, "We will try to find the reasons why unskilled workers have less opportunities, and then we will decide how best to approach the problem."

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Case study

Lifelong Learning never ends

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Finland
The Learning Train

The objective: to devise strategies for Lifelong Learning appropriate to the 21st Century.

Finland hosted a conference which focused on the new European workplace, learning organisations in a learning society, understanding and managing change, Lifelong Learning skills and values, and new learning methods.

Part of the conference took place on a "Learning Train" which transported 300 people including 30 schoolchildren around the country. Participants were provided with over 250 computers so they could access the latest in learning technology.

There were different activities in each of the ten carriages. One business participant said, "There were a range of dimensions which made it a very powerful experience. It was great that children were teaching the adults how to use the computers."

The conclusions were recorded in a report called "Strategies 2000" and provide useful guidelines for education and training into the next century.

Austria
For the Young, Learning Should be Fun

The objective: to demonstrate that learning can be fun.

The Ministry of Labour and Social Affairs organised a series of events which attracted around 3,000 young people. Action, entertainment and sport communicated the idea that the acquisition of knowledge and skills should be central to the achievement of lifetime goals, both personally and professionally.

All three events were characterised by the theme "Learning by Doing". One involved the world of Film, one Multi-media (themed "Self - esteem") and the third an in-line skating event entitled "No Limits".

The events were conceived to promote the role of education and training in social and personal development. Their aim is to demonstrate that through education and training, individuals will be able to reach their goals.

Case study

Lifelong Learning never ends

Liechtenstein
The Festival of Learning

The objective: to encourage adults to reconsider the benefits of further education

The Office for Adult Education in Schaan wanted to show that continuous learning not only provides new opportunities, but can also be fun.

They organised a dynamic programme on the theme 'Living is Learning'.

The programme included a range of activities such as workshops, conferences and presentations. People were invited to try out courses ranging from Flower-arranging to Zen-Shiatsu and International Dance to Personal Development. This gave people the chance to see what they would really like to learn.

In total 702 people took part – a considerable number considering the size of the country. According to the Ministry, 'The European Year helped us to get across the message that further training offers new opportunities, and that initial school learning does not last a lifetime.'

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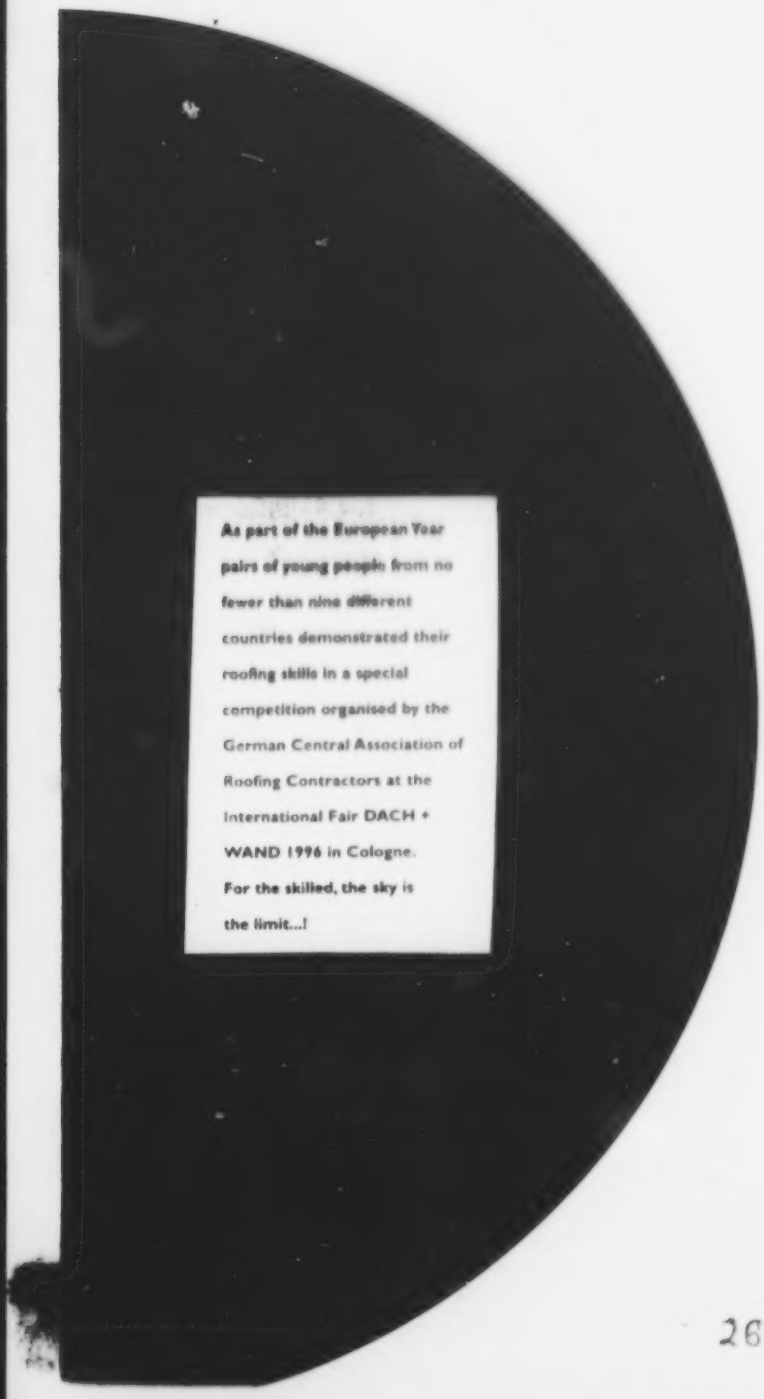
As part of the European Year pairs of young people from no fewer than nine different countries demonstrated their roofing skills in a special competition organised by the German Central Association of Roofing Contractors at the International Fair DACH + WAND 1996 in Cologne.
For the skilled, the sky is the limit...!

Hamburg, Germany
Living and Learning at 60+

The objective: to focus on the concerns and opportunities facing Senior Citizens

Working groups for over 60s were set up to discuss issues important to them including:

- Security
- Crime
- Urban life
- Theatre
- Living and learning

Organised by Kobalt e. V. specialists in education and culture for this age group, the results were presented at a special conference in Hamburg on the theme "Nothing happens without us!" They showed that the generation that helped shape today's environment still has something relevant to say for themselves and for their age group.

The participants made it clear that while ageing creates challenges it also can provide rewards, particularly when a positive attitude to Lifelong Learning is adopted – an important factor bearing in mind the social and demographic revolution taking place in the European Union.

Greece
Opening Horizons in our Region

The objective: to focus on the social exclusion caused by illiteracy

The project aimed to raise awareness generally, but among teachers in particular, of the problems faced by the gypsy community due to a lack of education.

The gypsy community was also approached in order to make them aware of the importance of basic education and the benefits of Lifelong Learning. Teachers were encouraged to integrate gypsy children into the school system.

In order to involve potential employers an "Open Day" was organised to which Small and Medium-sized Enterprises were invited.

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Data base

The future starts here . . .

The examples you have read about here will hopefully have widened your appreciation of the opportunities and benefits which a lifelong approach to learning brings.

The future is not just in our hands, it's in our heads. If we open our minds and raise our expectations, we will reap the rewards which we all deserve.

The projects which, with financial support from the European Union, gave life to the European Year are listed in the following database. They have been linked to the four case study themes in this publication. This list is intended to help the networking which began during the Year to continue, and to encourage further sharing of experiences. It can be accessed and updated through the Internet at the following address:

http://europa.eu.int/en/comm/dg22/eyinet.html

Many other projects which received support from national, regional or other sources are not listed here, but their contribution to the success of the Year is greatly appreciated.

A Breaking down barriers

Access for all

C Involving business

D Lifelong Learning never ends

BELGIE/BELGIQUE

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The official poster for the UK's Adult Learners' week featured Lifelong Learning as seen through the eyes of school children

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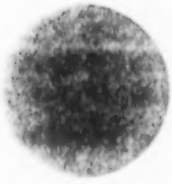

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